# Texas Education Agency
## Standard Application System (SAS)

## 2014–2017 Texas Title I Priority Schools, Cycle 3

| Program authority: | P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g) | FOR TEA USE ONLY<br>Write NOGA ID here: |
|---|---|---|
| Grant period: | August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014. | |
| Application deadline: | 5:00 p.m. Central Time, May 20, 2014 | |
| Submittal information: | Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:<br><br>Document Control Center, Division of Grants Administration<br>Texas Education Agency<br>1701 North Congress Ave<br>Austin TX 78701-1494 | *(date stamp)* RECEIVED 2014 MAY 20 PM 3:07 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER DISCRETIONARY GRANT |
| Contact information: | Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617 | |

### Schedule #1—General Information

### Part 1: Applicant Information

| Organization name<br>Southwest Preparatory School | Vendor ID #<br>74-2875825 | Mailing address line 1<br>6535 Culebra Rd. | |
|---|---|---|---|
| Mailing address line 2 | City<br>San Antonio | State<br>TX | ZIP Code<br>78238 |

| County-District #<br>015807 | Campus number and name<br>004 Northwest | ESC Region #<br>20 | US Congressional District #<br>21 | DUNS #<br>967736299 |
|---|---|---|---|---|

**Primary Contact**

| First name<br>Cyndy | M.I.<br>D | Last name<br>Spivey | Title<br>Assoc. Superintendent |
|---|---|---|---|
| Telephone #<br>210-829-8017 | Email address<br>cyndy.spivey@swprep.org | | FAX #<br>210-829-8514 |

**Secondary Contact**

| First name<br>James | M.I. | Last name<br>Neal | Title<br>Deputy Superintendent |
|---|---|---|---|
| Telephone #<br>210-829-8017 | Email address<br>james.neal@swprep.org | | FAX #<br>210-829-8514 |

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

| First name<br>Gary | M.I.<br>L | Last name<br>Short | Title<br>Superintendent |
|---|---|---|---|
| Telephone #<br>210-829-8017 | Email address<br>gary.short@swprep.org | | FAX #<br>210-829-8514 |
| Signature (blue ink preferred) | | | Date signed<br>5-20-2014 |

_Only the legally responsible party may sign this application._

| Schedule #1—General Information | |
|---|---|
| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|---|---|---|---|
| | | New | Amended |
| 1 | General Information | ☒ | ☐ |
| 2 | Required Attachments and Provisions and Assurances | ☒ | N/A |
| 4 | Request for Amendment | N/A | ☐ |
| 5 | Program Executive Summary | ☒ | ☐ |
| 6 | Program Budget Summary | ☒ | ☐ |
| 7 | Payroll Costs (6100) | ☒ | ☐ |
| 8 | Professional and Contracted Services (6200) | ☒ | ☐ |
| 9 | Supplies and Materials (6300) | ☒ | ☐ |
| 10 | Other Operating Costs (6400) | ☒ | ☐ |
| 11 | Capital Outlay (6600/15XX) | ☒ | ☐ |
| 12 | Demographics and Participants to Be Served with Grant Funds | ☒ | ☐ |
| 13 | Needs Assessment | ☒ | ☐ |
| 14 | Management Plan | ☒ | ☐ |
| 15 | Project Evaluation | ☒ | ☐ |
| 16 | Responses to Statutory Requirements | ☒ | ☐ |
| 18 | Equitable Access and Participation | ☒ | ☐ |

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| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|---|
| No fiscal-related attachments are required for this grant. | | |
| No program-related attachments are required for this grant. | | |

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
**Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.**

| X | Acceptance and Compliance |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |
| ☒ | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements. |
| ☒ | I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements. |

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| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 3: Program-Specific Provisions and Assurances**

☒  I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|---|---|
| 1. | The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The LEA provides assurance that it will meet the following federal requirements:<br>A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.<br>B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.<br>C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.<br>D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.<br>E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.<br>F. Report to the SEA the school-level data required under section III of the final requirements. |
| 4. | The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors. |
| 5. | If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.<br>A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;<br>B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;<br>    1. Screen all existing staff and rehire no more than 50 percent; and<br>    2. Select new staff.<br>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;<br>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; |

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| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
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**Part 3: Program-Specific Provisions and Assurances**

| # | Provision/Assurance |
|---|---|
| 5. | E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;<br>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;<br>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;<br>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and<br>I. Provide appropriate social-emotional and community-oriented services and supports for students. |
| 6. | If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement.<br>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.<br>B. A grant for school closure is a one-year grant without the possibility of continued funding. |
| 7. | If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements.<br>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.<br>B. Enroll, within the grades it serves, any former student who wishes to attend the school. |
| 8. | If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.<br>1. Develop and increase teacher and school leader effectiveness.<br>  (A) Replace the principal who led the school prior to commencement of the transformation model;<br>  (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--<br>    1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and<br>    2. Are designed and developed with teacher and principal involvement;<br>  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;<br>  (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and<br>  (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. |

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| Schedule #2—Required Attachments and Provisions and Assurances |||
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| **Part 3: Program-Specific Provisions and Assurances** |||
| **#** || **Provision/Assurance** |
| 8. || 2. Comprehensive instructional reform strategies.<br>    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and<br>    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.<br>3. Increasing learning time and creating community-oriented schools.<br>    (A) Establish schedules and strategies that provide increased learning time; and<br>    (B) Provide ongoing mechanisms for family and community engagement.<br>4. Providing operational flexibility and sustained support.<br>    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and<br>    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). |
| 9. || An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools. |
| 10. || The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact. |
| 11. || The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices. |
| 12. || The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors. |
| 13. || The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students. |
| 14. || The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models. |
| 15. || The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 16. || The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers. |
| 17. || The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity. |

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**Part 3: Program-Specific Provisions and Assurances**

| # | Provision/Assurance |
|---|---|
| 18. | The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.<br><br>A. Number of minutes within the school year.<br>B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status)<br>C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes.  (High Schools Only)<br>D. College enrollment rates. (High Schools Only)<br>E. Teacher Attendance Rate<br>F. Student Attendance Rate<br>G. Student Completion Rate<br>H. Student Drop-Out Rate<br>I. Locally developed competencies created to identify teacher strengths/weaknesses<br>J. Types of support offered to teachers<br>K. Types of on-going, job-embedded professional development for teachers<br>L. Types of on-going, job-embedded professional development for administrators<br>M. Strategies to increase parent/community involvement<br>N. Types of strategies which increase student learning time<br>O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings. |

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| Schedule #4—Request for Amendment | |
|---|---|
| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

## Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

## Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

## Part 3: Revised Budget

| # | Schedule # | Class/ Object Code | A<br>Grand Total from Previously Approved Budget | B<br>Amount Deleted | C<br>Amount Added | D<br>New Grand Total |
|---|---|---|---|---|---|---|
| 1. | Schedule #7: Payroll | 6100 | $ | $ | $ | $ |
| 2. | Schedule #8: Contracted Services | 6200 | $ | $ | $ | $ |
| 3. | Schedule #9: Supplies and Materials | 6300 | $ | $ | $ | $ |
| 4. | Schedule #10: Other Operating Costs | 6400 | $ | $ | $ | $ |
| 5. | Schedule #11: Capital Outlay | 6600/ 15XX | $ | $ | $ | $ |
| 6. | Total direct costs: | | $ | $ | $ | $ |
| 7. | Indirect cost (   %): | | $ | $ | $ | $ |
| 8. | Total costs: | | $ | $ | $ | $ |

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| | | Schedule #4—Request for Amendment (cont.) | |
|---|---|---|---|

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**Part 4: Amendment Justification**

| Line # | # of Schedule Being Amended | Description of Change | Reason for Change |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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| Schedule #5—Program Executive Summary | |
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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Northwest Campus is an open-enrollment charter school which offers an alternative to the traditional school setting for students with educational gaps; often, students that come from a traditional district enroll with a 3-5 year gap in functional skills, achievement results, & deficits in credit-acquisition; the Transformation Model will allow our high at-risk population to benefit from the comprehensive instructional strategies. The Northwest Campus proposes to implement the transformational model building on the past successes of TTIPs Cycle 1 grant as this campus continues to struggle to meet State & Federal Accountability guidelines. The program proposed under this proposal will address all critical success factors based on a rigorous, transparent, equitable evaluation system for teachers & principals by integrating technology-based supports & interventions; these funds will be used to provide adequate resources to assure NW Campus will substantially raise the achievement of our students. The LEA will ensure that the campus has staff with the necessary skills to meet the needs of the students & strong instructional leaders who are able to serve as agents of positive change using an evaluation system that will reward or remove staff based on student performance.

Northwest Campus, with an at-risk student population of 72%, economic disadvantaged population of 69% & a Special Education population of 10%, based on the magnitude & severity of the identified needs of the Northwest campus found by our CNA process for our struggling at-risk student population, the campus will be implementing the TEA designed model for the transformation model starting SY 14-15 through SY 16-17. The District is prepared to replace the principal at the Northwest Campus with one who has proven success in meeting State & Federal Accountability guidelines, can implement school reform strategies, who is an instructional leader with a deep understanding of the community served by the school, & who has the capacity to monitor the implementation of effective teaching, learning, & data-driven instructional programs.

After careful monitoring & assessment of staff evaluations, the Principal will make minimal strategic staff replacements for SY 2014-15 to ensure that all staff have the skills necessary to meet the needs of our students. To create an individualized educational plan for each student, our staff has the availability to obtain, analyze & utilize student data from formative, interim, & summative assessments to inform & differentiate instruction; increasing rigor of curriculum by using the TEKS Resource System IFD performance tasks, Eduphoria, Websmart; increasing use of locally developed student tracking tools to guide instructional planning in order to meet the academic needs of individual students. The campus/district data is the basis for the rigorous, transparent, & equitable evaluation system which includes multiple observation-based assessments of teacher performance & on-going collections of professional practice reflective of student achievement resulting in increased graduation rates, attendance, student performance & decreased rates of discipline, dropouts & mobility. The evaluation system was designed & developed with a committee of teacher leaders, career teacher leaders, Principals & District Staff during TTIPS Cycle 1. With the support of funding from TTIPS Cycle 3, the Evaluation System Committee will meet over the summer to analyze, re-evaluate & propose TTIPS Cycle 3 strategies as financial incentives, increased opportunities for promotion & career growth, & more flexible work conditions that are designed to recruit, place, & retain staff with the skills necessary to meet the needs of our struggling students in a transformation school.

To begin the Transformation Model, in the Spring/Summer, District will implement a narrow-gate approach to ensure the SY 14-15 staff are effective, knowledgeable in their content, adhere to the Vision/Mission, understand the community served by the school, equipped to facilitate school reform, & are able to provide on-going mechanisms for family & community engagement for the purpose of providing opportunities for student success. During this process, ample opportunities will be provided for staff to improve their professional practice if necessary; if identified staff do not meet the expectations for growth, they will not be retained. The additional TTIPS staff will undergo an intensive data dig to identify & implement research-based instructional programs for struggling students & to promote continuous use of student data to differentiate instruction by increasing learning time & a decreased teacher-student ratio. Professional development will be designed with school staff to ensure they are equipped to facilitate effective teaching & learning & have the capacity to successfully implement school reform strategies. NW Campus will take purposeful steps to ensure teacher & leader effectiveness by providing on-going high quality job-embedded professional development, that is aligned with the school's comprehensive instructional program, in conjunction with contracted services & outside consultants, specializing in areas where the data has shown deficits in student performance that directly aligns with specific grant strategies identified in Schedule 16, Part 2. The PD will lead to improved pedagogy & student achievement in the NW Campus to be measured by the school's quarterly reports & annual performance goals. The main factor for determining the PD success is based on Student Progress – which measures gains in individual

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| Schedule #5—Program Executive Summary (cont.) | |
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| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

student academic improvement. The PD program goals & objectives will be centered on the development of a range of instructional & administrative strategies firmly aligned with research-based best practices that foster deep learning & habits of mind on school-wide curriculum that will be aligned with Texas Essential Knowledge & Skills (TEKS).

The NW Campus intends to meet the grant goals as well as achieve the TAIS state improvement process goals which will be aligned with the ESEA principles & CSFs through custom designed PD workshops, mentoring programs & on-going PD initiatives. All of the programs implemented will be aligned with research-based current best practices & strategies for all members of a school's educational community. As a "big-picture" approach, the NW Campus will adhere to the axiom that "*it takes a whole village to raise a child*" & that all members of a school community must be involved in supporting the vision & mission for the success of its students. The overriding goal of all of the PD programs that will be implemented during the duration of the grant is to provide teachers, school leaders, school administrators, & other school-based professionals with the supports they need to meet &/or exceed the grant goals.

Pedagogical Needs: TEKS learning standards challenge all school-based professionals to raise the quality of instruction & expectations for all students in every grade & in every class & to ensure that they are prepared for college & career readiness. To meet this challenge, we must pay special attention to two critical aspects of work: the effectiveness of the pedagogical strategies our teachers & school leaders employ to help students learn; & the degree to which all of our students are cognitively challenged in their daily lessons. To create an environment of engaged learning, NW Campus will increase learning time & create a community oriented school by creating cohort-based SLCs which will be made available by increasing the academic hours for students who are struggling to meet the academic standards as identified by the RTI Matrix & student assessment data. The cohort-based academies will intensely focus on individual needs & reduce student-teacher ratio which will address the 3-5 year gap in the achievement- & core academic foundation-skills. As students experience educational success in the cohort-based academies, their self-esteem will be positively affected, resulting in increased attendance, achievement & graduation rates. An early warning system will be monitored by the TTIPS Cohort Specialist, Student Success Coach, Counselors, Social Worker, & Communities in Schools to increase graduation rate, decrease dropouts; the Math & Science Specialists in conjunction with the Math Consultant will improve student performance by providing ongoing technical assistance.

Develop and Increase Teachers and School Leader Effectiveness: The methodology that NW Campus will use to meet PD goals & objectives for this will vary according to the needs of participants. Prior to the implementation of PD, contractors hired to work with the NW Campus will review the school's improvement plan & conduct an extensive review of the school's data & published reports. A meeting will be held with the district leaders & the school's principal & school leadership team to discuss our needs & proposed program design options. Based on the results of the initial meeting, an informal assessment of the school's professional staff will be conducted by visiting teachers in their classrooms, reviewing their lesson & unit plans, & by asking the teachers themselves about their perceived needs. A review of curriculum documents, instructional materials &, student work & test results will also be part of this process for a clear & universal understanding of campus needs. Subsequently, the identified teacher & leadership development needs will be prioritized & a preliminary schedule of activities will be prepared. Both teachers & leaders will learn effective planning strategies, research-based instructional techniques & will be supported in the application of same; thus the team will be able to articulate what the ideal campus would look like so planning & goals can guide the organization to maximize teacher & leader effectiveness. PD will be implemented to provide professional feedback to teachers & school leaders that will be directed toward enhancing their craft & address our prioritized needs (low grad rate, high dropout rate, low attendance rate, high mobility rate, low student growth rate). PD will be provided on a continuous basis as it is the goal of NW Campus to create a multi-year development initiative & to assist in developing instructional leadership through peer observations & lesson study. Each teacher/administrator will develop an individual PD Plan (PDP) which includes self-reflection, development of professional goals in line with the presenter & aligned with the *Framework for Enhancing Professional Practice* developed by **Charlotte Danielson** & other similar material. NW Campus will use an established coaching model, that is a research-based approach, that has proven to be essential by encouraging & nurturing staff through collaboration, modeling, observation, & sustained support. Coaching will take into account leadership development services with consideration of adult learning needs, with a focus on the necessary coherence among leadership, curriculum, teaching, & assessment. This will lead school leaders to become more aware of their practice & learn to work in collegial groups to share each other's expertise. To transform our struggling school to meet State & Federal Accountability, the budget will be aligned to our identified needs with CSF's as the foundation of the program.

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## Schedule #6—Program Budget Summary

| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |
|---|---|

| Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g) ||

| Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014. | Fund code: 276 |
|---|---|

### Budget Summary

| Schedule # | Title | Class/ Object Code | 3-Year Program Cost | 3-Year Admin Cost | 3-Year Total Budgeted Cost | Pre-Award |
|---|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $3,555,000 | $152,040 | $3,707,040 | $ |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $1,077,000 | $0.00 | $1,077,000 | $ |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $630,000 | $0.00 | $630,000 | $ |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $300,000 | $0.00 | $300,000 | $ |
| Schedule #11 | Capital Outlay (6600/15XX) | 6600/ 15XX | $0.00 | $0.00 | $0.00 | $ |
| Total direct costs: ||| $5,562,000 | $152,040 | $5,714,040 | $ |
| 2.462% indirect costs (see note): ||| N/A | $140,680 | $140,680 | $ |
| Grand total of budgeted costs (add all entries in each column): ||| **$5,562,000** | **$292,720** | ***$5,854,720** | $ |

### Administrative Cost Calculation

| Enter the total grant amount requested: | $5,854,720 |
|---|---|
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | $292,735.98 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

### Annual Budget Breakdown

| Year 1 | Year 2 | Year 3 | 3-Year Total Budget Request |
|---|---|---|---|
| **$2,000,000** | **$2,000,000** | **$1,854,720** | ***$5,854,720** |

Note: No more than $2,000,000 per year may be requested.  *Total Budget Request above must match.

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| Schedule #7—Payroll Costs (6100) | | | | |
|---|---|---|---|---|
| County-district number or vendor ID: 015807 | | Amendment # (for amendments only): | | |
| **Employee Position Title** | **Estimated # of Positions 100% Grant Funded** | **Estimated # of Positions <100% Grant Funded** | **Grant Amount Budgeted** | **Pre-Award** |
| **Academic/Instructional** | | | | |
| 1 | Teacher | 6 | 2 | $1,080,000 | $ |
| 2 | Educational aide | 4 | | $360,000 | $ |
| 3 | Tutor | | | $ | $ |
| **Program Management and Administration** | | | | |
| 4 | Project director | | 1 | $51,795 | $ |
| 5 | Project coordinator | | 1 | $24,225 | $ |
| 6 | Teacher facilitator | | | $ | $ |
| 7 | Teacher supervisor | | | $ | $ |
| 8 | Secretary/administrative assistant | | | $ | $ |
| 9 | Data entry clerk | | 1 | $24,225 | $ |
| 10 | Grant accountant/bookkeeper | | 1 | $51,795 | $ |
| 11 | Evaluator/evaluation specialist | | | $ | $ |
| **Auxiliary** | | | | |
| 12 | Counselor | 1 | | $150,000 | $ |
| 13 | Social worker | 1 | | $150,000 | $ |
| 14 | Community liaison/parent coordinator | 1 | | $150,000 | $ |
| | | | | | |
| | | | | | |
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| | | | | | |
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| | | | | | |
| | | | | | |
| **Other Employee Positions** | | | | |
| 21 | Cohort Recovery Specialist | 1 | | $150,000 | $ |
| 22 | Signature Experience Coordinator | 1 | | $150,000 | $ |
| 23 | Student Success Coach | 2 | | $300,000 | $ |
| 24 | Subtotal employee costs: | | | $2,642,040 | $ |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | |
| 25 | 6112 | Substitute pay | | | $15,000 | $ |
| 26 | 6119 | Professional staff extra-duty pay | | | $225,000 | $ |
| 27 | 6121 | Support staff extra-duty pay | | | $75,000 | $ |
| 28 | 6140 | Employee benefits | | | $750,000 | $ |
| 29 | 61XX | Tuition remission (IHEs only) | | | $ | $ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | $1,065,000 | $ |
| 31 | **3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | | $3,707,040 | $ |

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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| Schedule #8—Professional and Contracted Services (6200) | | | | |
|---|---|---|---|---|
| County-district number or vendor ID: 015807 | | | Amendment # (for amendments only): | |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | | | |

| Expense Item Description | | Grant Amount Budgeted | Pre-Award |
|---|---|---|---|
| 6269 | Rental or lease of buildings, space in buildings, or land | $150,000 | $ |
| | Specify purpose: Gym Rental/Membership | | |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) | $ | $ |
| | Specify purpose: | | |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | $150,000 | $ |

| Professional Services, Contracted Services, or Subgrants Less Than $10,000 | | | | |
|---|---|---|---|---|
| # | Description of Service and Purpose | Check If Subgrant | Grant Amount Budgeted | Pre-Award |
| 1 | School Health Co-Op | ☐ | $27,000 | $ |
| 2 | | ☐ | $ | $ |
| 3 | | ☐ | $ | $ |
| 4 | | ☐ | $ | $ |
| 5 | | ☐ | $ | $ |
| 6 | | ☐ | $ | $ |
| 7 | | ☐ | $ | $ |
| 8 | | ☐ | $ | $ |
| 9 | | ☐ | $ | $ |
| 10 | | ☐ | $ | $ |
| b. | Subtotal of professional services, contracted services, or subgrants less than $10,000: | | $27,000 | $ |

| Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 | | | |
|---|---|---|---|
| | Specify topic/purpose/service: School Improvement Consultant | ☐ Yes, this is a subgrant | |
| | Describe topic/purpose/service: Comprehensive Reform Strategies | | |
| | Contractor's Cost Breakdown of Service to Be Provided | Grant Amount Budgeted | Pre-Award |
| 1 | Contractor's payroll costs:                # of positions: 1 | $150,000 | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | $ | $ |
| | Contractor's supplies and materials | $15,000 | $ |
| | Contractor's other operating costs | $15,000 | $ |
| | Contractor's capital outlay (allowable for subgrants only) | $ | $ |
| | Total budget: | $180,000 | $ |

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| Schedule #8—Professional and Contracted Services (6200) (cont.) | | | |
|---|---|---|---|

County-District Number or Vendor ID: 015807 | Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)**

| | Specify topic/purpose/service: Math Consultant Company | | ☐ Yes, this is a subgrant | |
|---|---|---|---|---|
| | Describe topic/purpose/service: Improve Math scores | | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** | **Pre-Award** |
| 2 | Contractor's payroll costs: | # of positions: 3 | $180,000 | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ | $ |
| | Contractor's supplies and materials | | $15,000 | $ |
| | Contractor's other operating costs | | $15,000 | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ | $ |
| | | Total budget: | $210,000 | $ |
| | Specify topic/purpose/service: Communities in Schools | | ☐ Yes, this is a subgrant | |
| | Describe topic/purpose/service: Social Development | | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** | **Pre-Award** |
| 3 | Contractor's payroll costs: | # of positions: 1 | $150,000 | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ | $ |
| | Contractor's supplies and materials | | $15,000 | $ |
| | Contractor's other operating costs | | $15,000 | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ | $ |
| | | Total budget: | $180,000 | $ |
| | Specify topic/purpose/service: Motivational Consultants | | ☐ Yes, this is a subgrant | |
| | Describe topic/purpose/service: Improve School Climate | | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** | **Pre-Award** |
| 4 | Contractor's payroll costs: | # of positions: 2 | $300,000 | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ | $ |
| | Contractor's supplies and materials | | $15,000 | $ |
| | Contractor's other operating costs | | $15,000 | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ | $ |
| | | Total budget: | $330,000 | $ |
| | Specify topic/purpose/service: | | ☐ Yes, this is a subgrant | |
| | Describe topic/purpose/service: | | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** | **Pre-Award** |
| 5 | Contractor's payroll costs: | # of positions: | $ | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ | $ |
| | Contractor's supplies and materials | | $ | $ |
| | Contractor's other operating costs | | $ | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ | $ |
| | | Total budget: | $ | $ |

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| | Schedule #8—Professional and Contracted Services (6200) (cont.) | | | |
|---|---|---|---|---|
| | County-District Number or Vendor ID: 015807 | | Amendment number (for amendments only): | |

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)**

| | | | Grant Amount Budgeted | Pre-Award |
|---|---|---|---|---|
| **6** | Specify topic/purpose/service: | ☐ Yes, this is a subgrant | | |
| | Describe topic/purpose/service: | | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** | **Pre-Award** |
| | Contractor's payroll costs: | # of positions: | $ | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ | $ |
| | Contractor's supplies and materials | | $ | $ |
| | Contractor's other operating costs | | $ | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ | $ |
| | | Total budget: | $ | $ |
| **7** | Specify topic/purpose/service: | ☐ Yes, this is a subgrant | | |
| | Describe topic/purpose/service: | | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** | **Pre-Award** |
| | Contractor's payroll costs: | # of positions: | $ | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ | $ |
| | Contractor's supplies and materials | | $ | $ |
| | Contractor's other operating costs | | $ | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ | $ |
| | | Total budget: | $ | $ |
| **8** | Specify topic/purpose/service: | ☐ Yes, this is a subgrant | | |
| | Describe topic/purpose/service: | | | |
| | **Contractor's Cost Breakdown of Service to Be Provided** | | **Grant Amount Budgeted** | **Pre-Award** |
| | Contractor's payroll costs: | # of positions: | $ | $ |
| | Contractor's subgrants, subcontracts, subcontracted services | | $ | $ |
| | Contractor's supplies and materials | | $ | $ |
| | Contractor's other operating costs | | $ | $ |
| | Contractor's capital outlay (allowable for subgrants only) | | $ | $ |
| | | Total budget: | $ | $ |
| | c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000: | | $900,000 | $ |
| | a. **Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:** | | $150,000 | $ |
| | b. **Subtotal of professional services, contracted services, or subgrants less than $10,000:** | | $27,000 | $ |
| | c. **Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:** | | $900,000 | $ |
| | d. **Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:** | | $ | $ |
| | **(Sum of lines a, b, c, and d) 3-Year Grand total** | | $1,077,000 | $ |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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| Schedule #9—Supplies and Materials (6300) | | | | | | | |
|---|---|---|---|---|---|---|---|
| County-District Number or Vendor ID: 015807 | | | | Amendment number (for amendments only): | | | |
| Expense Item Description | | | | | | | |
| Technology Hardware—Not Capitalized | | | | | | | |
| | # | Type | Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Pre-Award |
| 6399 | 1 | Computers and Phones | Support for TTIPS staff | 16/16 | $2,000 | $96,000 | $ |
| | 2 | | | | $ | | |
| | 3 | | | | $ | | |
| | 4 | | | | $ | | |
| | 5 | | | | $ | | |
| 6399 | Technology software—Not capitalized | | | | | $90,000 | $ |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | $ | $ |
| | Subtotal supplies and materials requiring specific approval: | | | | | $186,000 | $ |
| | Remaining 6300—Supplies and materials that do not require specific approval: | | | | | $444,000 | $ |
| | 3-Year Grand total: | | | | | $630,000 | $ |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|---|---|---|---|
| County-District Number or Vendor ID: 015807 | | Amendment number (for amendments only): | |
| Expense Item Description | | Grant Amount Budgeted | Pre-Award |
| 6411 | Out-of-state travel for employees (includes registration fees) | $30,000 | $ |
| | Specify purpose: Required TTIPS Trainings | | |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. | $ | $ |
| | Specify purpose: | | |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) | $ | $ |
| | Specify purpose: | | |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations | $ | $ |
| | Specify purpose: | | |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees | $3,000 | $ |
| | Specify purpose: Required TTIPS Trainings | | |
| 6429 | Actual losses that could have been covered by permissible insurance | $ | $ |
| 6490 | Indemnification compensation for loss or damage | $ | $ |
| 6490 | Advisory council/committee travel or other expenses | $ | $ |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) | $ | $ |
| | Specify name and purpose of organization: | | |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) | $ | $ |
| | Specify purpose: | | |
| | Subtotal other operating costs requiring specific approval: | $33,000 | $ |
| | Remaining 6400—Other operating costs that do not require specific approval: | $267,000 | $ |
| | 3-Year Grand total: | $300,000 | $ |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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| # | Description/Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Pre-Award |
|---|---|---|---|---|---|

**Schedule #11—Capital Outlay (6600/15XX)**

| County-District Number or Vendor ID: 015807 | Amendment number (for amendments only): |
|---|---|

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

| # | Description/Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Pre-Award |
|---|---|---|---|---|---|
| **6669/15XX—Library Books and Media (capitalized and controlled by library)** | | | | | |
| 1 | | N/A | N/A | $ | $ |
| **66XX/15XX—Technology hardware, capitalized** | | | | | |
| 2 | | | $ | $ | $ |
| 3 | | | $ | $ | $ |
| 4 | | | $ | $ | $ |
| 5 | | | $ | $ | $ |
| 6 | | | $ | $ | $ |
| 7 | | | $ | $ | $ |
| 8 | | | $ | $ | $ |
| 9 | | | $ | $ | $ |
| 10 | | | $ | $ | $ |
| 11 | | | $ | $ | $ |
| **66XX/15XX—Technology software, capitalized** | | | | | |
| 12 | | | $ | $ | $ |
| 13 | | | $ | $ | $ |
| 14 | | | $ | $ | $ |
| 15 | | | $ | $ | $ |
| 16 | | | $ | $ | $ |
| 17 | | | $ | $ | $ |
| 18 | | | $ | $ | $ |
| **66XX/15XX—Equipment, furniture, or vehicles** | | | | | |
| 19 | | | $ | $ | $ |
| 20 | | | $ | $ | $ |
| 21 | | | $ | $ | $ |
| 22 | | | $ | $ | $ |
| 23 | | | $ | $ | $ |
| 24 | | | $ | $ | $ |
| 25 | | | $ | $ | $ |
| 26 | | | $ | $ | $ |
| 27 | | | $ | $ | $ |
| 28 | | | $ | $ | $ |
| **66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life** | | | | | |
| 29 | | | | $ | $ |
| | | | **3-Year Grand total:** | **$** | **$** |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | |||
|---|---|---|---|
| County-district number or vendor ID: 015807 | | Amendment # (for amendments only): | |

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total enrollment: | | | 269 | |
|---|---|---|---|---|
| **Category** | **Number** | **Percentage** | **Category** | **Percentage** |
| African American | 8 | 3% | Attendance rate | 92% |
| Hispanic | 252 | 94% | Annual dropout rate (Gr 9-12) | 5.7% |
| White | 9 | 3% | Annual graduation rate (Gr 9-12 | 57.3% |
| Asian | 0 | 0% | STAAR / EOC met 2013 standard, mathematics (standard accountability indicator) | 8% |
| Economically disadvantaged | 186 | 69% | STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator) | 18% |
| Limited English proficient (LEP) | 13 | 5% | Students taking the ACT and/or SAT | 13% |
| Disciplinary placements | 16 | 5.9% | Average SAT score (number value, not a percentage) | DNA |
| | | | Average ACT score (number value, not a percentage) | DNA |

**Comments**

Annual Dropout, Annual Grad Rate, STAAR (Final Level II), ACT, SAT data retrieved from 2012-2013 TAPR for SWP 015807004

Year-to-Date enrollment is 269 students served at this campus with the following population of sub-groups:

At-Risk population is: 72%
Special Education population:10%
Mobility Rate: 48%
RHSP Class of 2012  36.4%

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

| Category | Number | Percentage | Category | Number | Percentage |
|---|---|---|---|---|---|
| African American | 2 | 15.4% | No degree | 0 | 0.0% |
| Hispanic | 3 | 23.1% | Bachelor's degree | 7 | 53.8% |
| White | 8 | 61.5% | Master's degree | 5 | 38.5% |
| Asian | 0 | 0.0% | Doctorate | 1 | 7.7% |
| 1-5 years exp. | 8 | 61.5% | Avg. salary, 1-5 years exp. | $39,685 | N/A |
| 6-10 years exp. | 5 | 38.5% | Avg. salary, 6-10 years exp. | $46,765 | N/A |
| 11-20 years exp. | 0 | 0.0% | Avg. salary, 11-20 years exp. | DNA | N/A |
| Over 20 years exp. | 0 | 0.0% | Avg. salary, over 20 years exp. | DNA | N/A |

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| Changes on this page have been confirmed with: | On this date: |
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| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

County-district number or vendor ID: 015807 | Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Public | | | | | | | | | | | | | | | |
| Open-enrollment charter school | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 30 | 27 | 32 | 62 | 73 | 269 |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| **TOTAL:** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 30 | 27 | 32 | 62 | 73 | 269 |

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Public | | | | | | | | | | | | | | | |
| Open-enrollment charter school | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 8 |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| **TOTAL:** | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 8 |

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| Schedule #13—Needs Assessment | |
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| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Northwest Campus incorporates a 5-step systemic Comprehensive Needs Assessment (CNA) process for identifying and prioritizing needs with "need" defined as the difference between current achievement and the desired or required accomplishment. The systemic process ultimately links the campus and District CNA's to the review and development of the district and campus improvement plans (DIP/CIP). The needs assessment process consists of teachers, administrators, parents and community stakeholders; each of these members receive a CNA Toolkit with relevant student learning and performance data, demographics, measurable objectives for desired or required accomplishment, perception data and financial resources. Parent and Community stakeholders (CSF 5) have an opportunity to view the Board-approved DIP and CIP for each campus at http://www.swprep.org/about_us/required_postings to foster family and community engagement.

Northwest Campus does on-going comprehensive needs assessments throughout the year and a thorough CNA in the spring of each year to develop the campus and district improvement plans. Northwest Campus includes the TTIPS Year 1 and Year 3 Snapshot Collection Data provided by Region 13, and pertinent data to identify the trends/needs of the campus to be addressed in the campus improvement plans. Committees are established to review data for each area identified as a priority using the following resources to develop strategies: Campus Success Tool provided by Region 13, AU-CIT Tool data to analyze campus improvement provided by Texas Turn-around at Region 13, PEIMS data, locally developed data tools (Focus Group Tool, Test History Tool, Dropout Summary Tool, and the Completion Rate Tool include student level data) (CSF 1, CSF 2), Student-Parent-Teacher surveys(CSF 5 and CSF 6). District Leadership meetings, Campus Leadership meetings, Campus Staff meetings and parent meetings are held to share and discuss the strategies and activities to address areas of identified priority needs (CSF 3).

Step 1: A. Every Spring, District and Campus leadership reviews the purpose and outcomes for conducting the CNA for development of the DIP/CIP for the following school year by asking guided questions:   What do we want to accomplish with this process?  How will we ensure the integrity of the 5-step process?   How will we get multiple stakeholders involved in the process?  How will we share the purpose and outcomes with those involved?  What are the short-and long-term timelines?  B. The CNA is reviewed periodically by the District and Campus committees as an on-going process to evaluate student performance using relevant, timely data to determine the difference between current achievement and our desired/required accomplishment to make necessary adjustments to the DIP/CIP.

Step 2: Establish committees for each area of the CNA. (Areas: Demographic, student achievement, etc.) by asking guided questions: Is there a committee or team with expertise in any of the areas?  If not, which staff members will make the greatest impact on the committee or team?  How will team members be recruited, selected, and potentially replaced?  How do we ensure there is diversity on each team to challenge assumptions and stretch the group?  Which team member is best suited to lead and facilitate individual teams? How do we ensure that the team member is skilled in group facilitation, consensus building, leading conversations regarding data/analysis, collaboration, and others?  How will coordination among committees occur?

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile by asking guided questions: What data will we collect? Does the data need to be reorganized in charts, graphs, tables, etc., to facilitate analysis? Do data collection tools need to be developed? How do we ensure that certain types of data are kept confidential and FERPA is not violated? How do we ensure that committees follow the process and refrain from identifying solutions?

Step 4: Determine areas of priority and summarize needs by asking guided questions: What are the strengths and needs of our district/school and its representative groups? What evidence supports the strengths and needs? What are the priorities?  What are we learning about our district/school, and what connections are we making?

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| Schedule #13—Needs Assessment (cont.) | |
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| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 1: Process Description (cont).** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

     Step 5: Connect the CNA to the district/campus improvement plan development and review process by asking guided questions: What are the findings in the CNA? How are the findings reflected in summary statements? How are the CNA strengths addressed in the district/campus improvement plans as strategies and activities which will be continued and sustained to build on these strengths? How are the CNA needs addressed in the district/campus improvement plans through strategies and activities designed to improve student outcomes? How do priorities and needs correlate with justifications for NCLB program expenditures?

     NW Campus was dramatically transformed by the award of TTIPS Cycle 1 as evidenced by the improvement in: decreased Mobility Rate from a baseline of 82% to 36% at the end of year 3; and increased Attendance Rate from a baseline of 81% to 93% at the end of year 3. Funding from the TTIPS CYCLE 3 Grant will not only allow the campus to continue the gains through transformation during TTIPS Cycle 1 but will also provide Northwest Campus additional staff necessary to support continued transformation and target the previous prioritized needs which will allow Northwest Campus to supplement support to our high at-risk, and large population of economically disadvantaged students (CSF 1, CSF 2, and CSF 6).

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| Schedule #13—Needs Assessment (cont.) | |
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| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|---|---|---|
| 1. | To decrease annual mobility rate | To decrease annual mobility rate from 48% to 45%, we will improve school climate by providing ongoing mechanisms for community/family engagement; build relationships with the assistance of the Motivational Consultant, social worker, counselor, & Communities in Schools; provide a staff with the skills necessary to meet the needs of the students by using individualized data for academic success. |
| 2. | To increase overall attendance rate | To increase overall attendance rate from 92% to 93%, we will monitor, provide home visits, parent educational opportunities, continue LEA Scholarship Program (attendance is 1 criterion), & preventative truancy measures by utilizing our Cohort Recovery Specialist, School Health Co-Op (Nurse), Counselor, Parent-Community Liaison, & Motivational Consultant; improve school climate by providing ongoing mechanisms for community/family engagement & increased opportunities for participation in extra-curricular activities; use of individualized data for academic success; in order to reach students' full potential, we must provide effective/nurturing/inspiring teachers who build relationships which will foster student success & result in higher attendance. |
| 3. | To increase graduation rate | By increasing our attendance/decreasing our mobility rate as detailed above & providing high quality PD so teachers can focus on instructional support for academic success & STAAR mastery to increase graduation rates by utilizing the following additional staff: Cohort Recovery Specialist, School Improvement Consultant, School Health Co-Op, Counselor, Communities in Schools, Social Worker, Math Specialist, Science Specialist, Student Success Coach, additional classroom support, Motivational Consultant, Math Consultant Company with ongoing monitoring |
| 4. | To decrease dropout rate | Students will be less likely to dropout because campus staff have transitioned the campus to incorporate all CSF strategies, implemented scientifically research-based activities to address identified needs & developed personal relationships with students to create a foundation for the student's future success. Develop/increase teacher & school leader effectiveness. |
| 5. | To improve student growth on STAAR assessments | With the intensive technical assistance from the School Improvement Consultant, Counselor, Math Specialist, Science Specialist, Student Success Coach, additional classroom support, Motivational Consultant, & Math Consultant Company we will show improved results in the student growth index. Implementation of comprehensive instructional reform strategies based on CSF's. |

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| Schedule #14—Management Plan | | |
|---|---|---|
| County-district number or vendor ID: 015807 | | Amendment # (for amendments only): |

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|---|---|---|
| 1. | District Coordinator of School Improvement (DCSI) (required) | Over 10 years experience in education as a teacher, up to 5 years in campus administrative role, 3 years District Shepherd, 5 years in District role working with accountability, assessment, data, grant management, and monitoring/evaluating staff. Knowledge of CSF's, Transformation Model, Priority School Turn-Around Principles, ESEA, research-based instructional support; curriculum & instruction, data analysis, personal graduation plans required |
| 2. | School Improvement Consultant | Knowledge of CSF's, Transformation Model, Priority School Turn-Around Principles, ESEA, research-based instructional support, ongoing technical assistance using data to assist with identification and implementation of RTI process |
| 3. | Math Consultant Company | Proven record of success with struggling students, identifying student needs and using a research-based approach of instruction to improve student performance |
| 4. | Motivational Consultant | Research-based approach to support changes in school culture and climate, provide ongoing mechanisms for family and community engagement, provide job-embedded/high quality professional development for developing relationships with students and partnering with parents and community stakeholders. A Coaching model will be research-based, proven to be essential for promoting change through collaboration, modeling, observation and sustained support. |
| 5. | Math Specialist | Proven record of success with struggling, at-risk students; State Certification in Mathematics or minimum of 10 years experience; school administrative experience of a minimum of 3 years with exposure to students with 3-5 academic gaps |
| 6. | Science Specialist | Proven record of success with struggling, at-risk students; State Certification in Composite Science or minimum of 20 years experience with exposure to students with 3-5 academic gaps |
| 7. | Student Success Coach | Strong knowledge of TEKS, curriculum & instruction, data analysis, personal graduation plans, knowledge of CSF's, Transformation Model, research-based instructional support, identification/implementation of RTI process; mastery of all computer-based software utilized for instruction/data analysis/performance evaluation |
| 8. | Project Coord | 8 years experience working with data for at-risk, struggling students; expert mastery of all computer-based software utilized for instruction/data analysis/performance evaluation; strong knowledge of TEKS, curriculum & instruction, data analysis, personal graduation plans, knowledge of CSF's, Transformation Model, research-based instructional support, identification/implementation of RTI process; knowledge of sub-populations |
| 9. | | |
| 10. | | |

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| Schedule #14—Management Plan (cont.) | |
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| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 2: External Providers.** Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We propose to procure the following external providers to enhance capacity: School Health Co-Op, Math Consultant Company, Communities in Schools, Motivational Consultant, School Improvement Consultant, and gym rentals. All external providers will be clearly aligned with the budget and specific strategies, Schedule 16, Part 2.

The selection process will ensure that External Providers are equipped to facilitate effective teaching, modeling, and learning and have the capacity to assist with implementation of school reform strategies. The process used to recruit, select and provide oversight to external providers is:

1.  Identify clear purpose and reasons for contracting with an external provider.
2.  Research-based approach to support all CSFs
3.  Proven success transforming struggling schools
4.  Engage stakeholders in the clarifying need and ensure the selection process is transparent to stakeholders.
5.  Articulate the goals of the relationship including measurable expectations.
6.  Create conditions to attract multiple high quality providers with the skills necessary to meet the students' needs.
7.  Budget adequate funding to support relationship for the duration of contract.
8.  Develop a rigorous and transparent process to select a partner whose experience and qualifications match the specified goals.
9.  Negotiate a contract outlining roles and responsibilities of the external partner which articulate the grant expectations.
10. Provide support as needed and appropriate.
11. Evaluate the partner's progress toward goals.
12. Monitoring and evaluation process will determine if external provider is meeting grant goals and objectives; will be replaced if not successful.

Any requirements for outside providers to provide services or facilities or equipment, if totaling more than $50,000.00 in value will be advertised and competitively bid following Texas Education Code 44.031 (a);(b).As part of the continual process to ensure quality and transparency in the relationships with external partners, for bids over $50,000.00, Southwest Preparatory will create a selection rubric based on the schools prioritized needs before soliciting external contractual partnerships. The rubric will be used to select the partner that will become a stakeholder in transforming the Northwest Campus and the lives of our students.

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| Schedule #14—Management Plan (cont.) | |
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| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous improvement will be central to the success of the NW Campus Transformation Model. To ensure the infrastructure & success of the Transformation Model, the Grant Management Team (GMT), in collaboration with the school leadership team, will meet to continually develop, establish, & improve upon a solid, quality-based management structure to oversee grant activities & to make appropriate modifications consistent with the goals & requirements of the grant. This management approach will allow for input, collaboration, & shared responsibilities among all staff involved in the Transformation Model. The purpose of the evaluation is to shape the development of the program from the beginning of the grant period, with clear benchmarks to monitor progress toward specific objectives & the specified performance indicators. The DCSI, Project Manager, Project Coordinator, Principal, & Campus Leadership Team will monitor, inform, & guide project implementation & its impact from an objective & standardized perspective. Specifically, the grant program will apply an accountability system that uses a system of checks & balances.

Grant Management: The GMT will be responsible for collecting initial "outcome" indicator data to establish a baseline "profile" for the grant program. Mid-annual & annual benchmarks for performance/progress that align with the project objectives & outcomes will be established. The profile & benchmarks will be compared at regular quarterly meetings to identify performance strengths, weaknesses, & needed modifications. Performance outcomes will be compiled in bi-annual outcome evaluation reports in order to ensure that the grant is congruent to its stated goals.

Record Keeping/Reporting: The GMT will develop a monthly process evaluation report that will detail the progress of activities which can be easily compared to the action plan. Ongoing communication will include: review of program records & documents; survey results; & observation through site visits & unstructured interaction with staff, community partners, & participants. When necessary, the program will be adjusted to reflect feedback from stakeholders, campus teachers, parents & community members. The data will be used to determine if the promised activities have been carried out as contracted.

Monitoring: The GMT will check for appropriate process documentation, appropriate data collection techniques, proper fiscal handling & reporting techniques, & fidelity. The GMT will develop & forward a list of recommendations for improvement that will be immediately addressed to ensure compliance with the grant contract.

Self-Assessment: Students, staff, parents & community stakeholders will be encouraged to participate in satisfaction surveys that gather information on their level of access, "buy-in," & satisfaction with academic enrichment opportunities, classroom structure, school instructional model, & parental opportunities for involvement. Feedback will be discussed at staff meetings, with presentations from Student Success Coaches, & in district meetings, with presentations from DCSI, to assess the progress & the integrity of the implementation of the Transformation Model.

Human Resources: This will be the responsibility of school administrators through the bi-annual evaluation of staff as well as the school's personnel department who will be responsible for recruiting & retaining teachers & other staff, & related personnel issues.

Fiscal Management: The overall financial compliance of the grant will be the responsibility of Business Office of the District. This will be the responsibility of the accounting office to approve all budget adjustments; quarterly expenditure reports with grant expenditure projections will be submitted to the DCSI & Project Manager; required financial reports will be submitted to TEA as required by the grant.

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## Schedule #14—Management Plan (cont.)

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**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a result of the success of the 3-year TTIPS Cycle 1 Grant awards, NW Campus, through the transformation model, was able to address the high mobility rate ( from 82% to 36% ), low attendance rates (from 81% to 93% ), low graduation rate ( from Class of 2011 43.1% to Class of 2013 projected at 61.7% ), and high dropout rates ( from 2009-10 13.6% to 2011-12 5.7% ). NW Campus has attempted to sustain TTIPS Cycle 1 goals with limited staff by cross training campus personnel to review causes for student mobility, track attendance trends, focus on accelerated curriculum to increase graduation rate, and adopting preventative measures to decrease dropout rates; with the award of Cycle 3 funds, additional staff/support will be hired to assist with addressing these ongoing identified needs. With the commitment of the new grant project participants, student success will be evident based on the increased awareness and implementation of all CSF's. To maximize the effectiveness of Cycle 3 funds, our goal is to increase attendance, graduation and RHSP rates, focus on student academic growth, and decrease mobility and dropout rates by reviewing data, identifying causes and trends, and formulating a plan to address identified needs of our student population (with an at-risk student population of 72%, economic disadvantaged population of 68% and a Special Education population of 10%). As an open enrollment charter school, our student population is constantly fluctuating which impacts our previously identified needs; campus leadership will review campus enrollment data on a monthly basis through ongoing data-digs to identify additional academic and social needs and concerns to ensure student success and attainment of the goals and objectives of the grant.

To ensure all participants remain committed to the success of the campus transformation project, the Grant Management Team will provide support, program evaluation, monitoring, and responses to grant participant feedback on a bi-monthly basis through Impact Meetings. The GMT will report all findings to not only the campus leadership team but also to SALT. In an effort to address any areas of identified needs through the transformation monitoring process, the GMT will provide ongoing training and support, develop a success plan, monitor, and provide feedback to the targeted staff to increase commitment. A TTIPS Cycle 3 Evaluation Incentive Tool, using rigorous, transparent, and equitable data, will be created so all staff can monitor the campus progress on alignment with grant goals and objectives. This tool will provide staff the ability for self-evaluation to monitor individual progress to foster ownership of campus project goals and objectives. To promote the continuous commitment to the grant reform projects and attainment of the goals addressing identified needs, staff will be awarded annual financial incentives, as well as increased opportunities for promotion and professional growth. After all efforts have been implemented, if there are no changes to the level of commitment of the targeted staff including failure to meet desired campus goals, the GMT will recommend to SALT replacement of that position.

In an effort to sustain the project's success, NW Campus will transform by 1) attracting additional students who are motivated to have a jump start on a vocation/college career path, driving graduation rates higher (Class of 2012 rate was 57.3%) and increasing weighted ADA to financially support the identified needs; 2) generating substantial revenue by creating an additional non-profit entity, Southwest Preparatory School Education Foundation, with plans to provide enough funding to sustain the reform after the grant period ends; 3) marketing endeavors will be put in place to advertise not only our transformed school but to also introduce our elementary program at our campus in the 2014-15 SY. With this additional population, it is our intent to sustain the successful activities and strategies which address our identified needs.

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| Schedule #14—Management Plan (cont.) | |
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| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 4: Sustainability and Commitment (cont).** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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## Schedule #15—Project Evaluation

| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |
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**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | | Associated Indicator of Accomplishment |
|---|---|---|---|
| 1. | To ensure all participants are utilizing TTIPS Data Tracking Tool; the Grant Management Team will provide support, program evaluation, monitoring, and responses to grant participant feedback on a bi-monthly basis through Impact Meetings | 1. | Lower mobility rate (Mobility rate will be incorporated into Domain 4 of the Appraisal Rubric to support campus goals) |
| | | 2. | Higher Attendance rate |
| | | 3. | Decreased Dropout/Increased Graduation Rate |
| 2. | The DCSI will report all findings to SALT; to address any areas of identified needs through the transformation monitoring process, the DCSI will provide ongoing training and support, develop a success plan, monitor, and provide feedback to the targeted staff to increase commitment. | 1. | Decreased Dropout rates, increased Graduation Rates, increased Attendance Rates, reduced Mobility Rates |
| | | 2. | Targeted staff implements strategies to improve their professional practices based on their teacher success plan and provide additional professional development on identified needs to increase commitment |
| | | 3. | Reward or remove school personnel based on student performance |
| 3. | Impact Meetings with GMT: with Campus Staff, Campus Leadership, and SALT | 1. | Decreased Dropout rates, increased Graduation Rates, increased Attendance Rates, reduced Mobility Rates |
| | | 2. | Monthly review of all External Providers effectiveness, measure student Math/Science academic growth, improvements of teacher effectiveness through walk-through observations |
| | | 3. | Increased awareness of campus identified needs transforming to State and Federal Accountability standards |
| 4. | Monitor Benchmark data utilizing locally developed student tracking tools and Eduphoria | 1. | Meet with consultants to ensure improved student growth in STAAR performance |
| | | 2. | Meet with Math and Science Specialists and review data to show Increases in benchmark results in Math-Science |
| | | 3. | Staff will use the various tools to make data-driven instructional decisions |
| 5. | Campus Professional Learning Community Meetings on a weekly basis with data digs | 1. | PSP & External Providers input and evaluation of campus knowledge from data digs |
| | | 2. | Incorporate Math Consultant as well as Math and Science Specialists to provide support for targeted students |
| | | 3. | Increased student performance in Index 2 with support from School Improvement Consultant |

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| Schedule #15—Project Evaluation (cont.) | |
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| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively.  Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus data is collected on a daily and weekly basis from the Student Information System used by Southwest Preparatory School.  This data includes attendance, withdrawals, course completions, course schedules, mobility, graduation, demographics, and enrollment; assessment results are downloaded weekly from NCS Pearson. The data is transferred into the various locally developed student tracking tools and will be used for the TTIPS Data Tracking Tool located on the Remote Desktop and all staff have access to these tools at any time, on-site and off-site.

Staff are introduced to these data resources during the summer Boot Camp and Inservice; additional training occurs during weekly PLC's with the TTIPS Cycle 3 Student Success Coach and usage is monitored throughout the year by the Accountability Dept.  The GMT Impact meetings will focus on prioritized needs using the locally developed tools and the TTIPS Data Tracking Tool on a bi-monthly basis.  A TTIPS Cycle 3 Evaluation Incentive Tool, using rigorous, transparent, and equitable data, will be created so all staff can monitor the campus progress on alignment with grant goals and objectives.  This tool will provide staff the ability for self-evaluation to monitor individual progress to foster ownership of campus project goals and objectives.

Staff will be trained to analyze dis-aggregated data using Eduphoria to become more proficient at making data-driven decisions for instruction.  Data will be reviewed during PLC's with Student Success Coach to target instruction and identify needs and trends of students, analyze which TEKS (organized by STAAR classification – readiness, supporting, process) are more difficult to teach, and analyze performance gap of students and the distribution of scores by teacher. Analysis of teachers perception of the hardest to teach standards will be incorporated during Boot Camp and ongoing throughout the year during PLCs.  The School Improvement consultant will work with staff that have identified particular SE's they find difficult to teach and transform their competencies in these areas.  Teacher observations by campus administrators will provide the means to monitor and support targeted staff to reach their full potential.

Staff will work with students and parents to review student successes and targeted areas of instruction.  Students will also learn to track their own progress via Lead4ward resources.  Staff will develop a deep of understanding of each of the readiness standards.  Color coded "maps" of student performance will be created at the student expectation (SE) level of the TEKS that will help campus leaders to identify critical areas for teacher support and create the context for the level of direction of professional development.

The GMT will report all findings to not only the campus leadership team but also to SALT.  In an effort to address any areas of identified needs through the transformation monitoring process, the GMT will provide ongoing training and support, develop a success plan, monitor, and provide feedback  to all targeted staff to increase commitment. To promote the continuous commitment to the grant reform projects and attainment of the goals addressing identified needs, staff will be awarded annual financial incentives, as well as increased opportunities for promotion and professional growth. After all efforts have been implemented, if there are no changes to the level of commitment of the targeted staff including failure to meet desired campus goals, the GMT will recommend to SALT replacement of staff.

Continuous use of student data to differentiate instruction, integrate technology, and provide data for instructional decision making on a daily basis will be a non-negotiable part of the Transformation process for NW Campus.  The Student Success Coach and Teacher Leaders will monitor and report to the Principal the effective use of data through walk-through observations, PLC conversations, and review of weekly lesson plans.

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| Schedule #16—Responses to Statutory Requirements | |
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**Part 1: Intervention Model to be Implemented** – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

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| Schedule #16—Responses to Statutory Requirements | | | | | |
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| Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)-- Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included. | | | | | |
| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
| Improve Academic Performance | Strengthen the School's Instructional Program | 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | A. Monitoring student progress on research-based software | 08/14 | 06/17 |
| | | | B. Use of Euphoria to make data-driven decisions | 08/14 | 06/17 |
| | | | C. PLC Meetings/Data-Dig Strategies | 08/14 | 06/17 |
| | | | D. Impact Meetings | 08/14 | 06/17 |
| | | | E. School Improvement Consultant, Math/Science Specialist | 08/14 | 06/17 |
| | | 2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | A. Monitor all locally developed student tracking tools | 08/14 | 06/17 |
| | | | B. Use of Euphoria to make data-driven decisions | 08/14 | 06/17 |
| | | | C. PLC Meetings/Data-Dig Strategies | 08/14 | 06/17 |
| | | | D. Impact Meetings | 08/14 | 06/17 |
| | | | E. School Improvement Consultant, Math/Science Specialist, Math Consultant Company | 08/14 | 06/17 |

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| **CSF** | **Turnaround Principle** | **Federal Transformation Requirement** | **Strategy / Intervention** | **Begin Date MM / YY** | **End Date MM / YY** |
| **Increase Use of Quality Data to Inform Instruction** | *Use of Data to Inform Instruction* | 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | A.  Monitoring student progress on research-based software | 08/14 | 06/17 |
| | | | B.  Use of Eduphoria to make data-driven decisions | 08/14 | 06/17 |
| | | | C. PLC Meetings/Data-Dig Strategies | 08/14 | 06/17 |
| | | | D. Impact Meetings | 08/14 | 06/17 |
| | | | E. School Improvement Consultant, Math/Science Specialist | 08/14 | 06/17 |
| | | 2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | A. Monitor all locally developed student tracking tools | 08/14 | 06/17 |
| | | | B.  Use of Eduphoria to make data-driven decisions | 08/14 | 06/17 |
| | | | C. PLC Meetings/Data-Dig/Differentiation Strategies | 08/14 | 06/17 |
| | | | D. Student data focused Impact Meetings | 08/14 | 06/17 |
| | | | E. School Improvement Consultant, Math/Science Specialist, Math Consultant Company, PSP | 08/14 | 06/17 |

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| **CSF** | **Turnaround Principle** | **Federal Transformation Requirement** | **Strategy / Intervention** | **Begin Date MM / YY** | **End Date MM / YY** |
| **Increase Leadership Effectiveness** | *Providing strong leadership* | 1. Replace the principal who led the school prior to the commencement of the transformation model. | *Provide name and date of hire for principal or date of anticipated replacement:* Sherry Head, 7/1/2014 | 07/14 | 07/17 |
| | | 2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement  Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics,  student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms. | A. Provide in-depth training to leadership to access data, interpret data, make data-driven decisions | 08/14 | 06/17 |
| | | | B. Walkthroughs – Principals/Teacher Leaders/Career Teacher Leaders/Student Success Coach (announced and unannounced) | 08/14 | 06/17 |
| | | | C. Observations – Principals/Teacher Leaders/Career Teacher Leaders/Student Success Coach (announced and unannounced) | 08/14 | 06/17 |
| | | | D. Review data from CBA's with the assistance of PSP and School Improvement Consultant | 08/14 | 06/17 |
| | | | E. Develop strong understanding of State and Federal Accountability Standards | 08/14 | 06/17 |
| | | | F. Impact Meeting – compare teacher classroom data to campus data | 08/14 | 06/17 |
| | | | G. Math/Science Specialist work with all teachers to integrate math/science across curriculum | 08/14 | 06/17 |
| | | | H. Professional Development to promote Instructional Leadership with Principals and Student Success Coach | 08/14 | 06/17 |

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| **CSF** | **Turnaround Principle** | **Federal Transformation Requirement** | **Strategy / Intervention** | **Begin Date MM / YY** | **End Date MM / YY** |
| **Increase Leadership Effectiveness** | *Providing strong leadership* | 3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | A. Monitoring TTIPS Data Tracking Tool and all locally developed student tracking tools | 08/14 | 06/17 |
| | | | B. Use of Eduphoria to make data-driven decisions | 08/14 | 06/17 |
| | | | C. Introduce Narrow Gate Process, implement Grant Commitment Agreement, ongoing Leadership Effectiveness Evaluation | 08/14 | 06/17 |
| | | | D. Impact Meetings | 08/14 | 06/17 |
| | | 4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. | A. Create Curriculum Planning Calendar | 07/14 | 07/16 |
| | | | B. Create collaborative planning time by adjusting Master Schedule for core subject area teachers | 08/14 | 06/17 |
| | | | C. Develop and implement RTI Matrix for cohort-based academies to allow flexible schedules using a universal screener | 08/14 | 06/17 |
| | | | D. Impact Meetings to address dropout/graduation/mobility rates | 08/14 | 06/17 |

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| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|---|
| **Increase Learning Time** | *Redesigned School Calendar* | 1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year) | A. Develop/implement RTI Matrix for cohort-based academies to allow flexible schedules using a universal screener | 08/14 | 06/17 |
| | | | B. Summer Bridge | 08/14 | 06/17 |
| | | | C. Saturday School | 08/14 | 06/17 |
| | | 2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. | A. Develop and implement RTI Matrix for cohort-based academies to allow flexible schedules using a universal screener | 08/14 | 06/17 |
| | | | B. Add Enrichment | 08/14 | 06/17 |
| | | | C. Cross-curricular training/projects | 08/14 | 06/17 |
| | | 3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. | A. Cross-curricular training/projects | 08/14 | 06/17 |
| | | | B. Service learning activities and projects | 08/14 | 06/17 |
| | | | C. Signature Experiences and Student Clubs under the directions of Signature Experience Coordinator | 08/14 | 06/17 |
| | | 4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. | A. Create collaborative planning time by adjusting Master Schedule for core subject area teachers | 08/14 | 06/17 |
| | | | B. Impact Meetings/PLC's | 08/14 | 06/17 |
| | | | C. Summer Planning Academy | 08/14 | 06/17 |

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| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|---|
| Increase Parent / Community Engagement | *Ongoing Family and Community Engagement* | 1. Provide ongoing mechanisms for family engagement | A. Hire Parent-Community Liaison | 08/14 | 06/17 |
| | | | B. Hire Social Worker | 08/14 | 06/17 |
| | | | C. Contract Communities in Schools | 08/14 | 06/17 |
| | | | D. Student Success Coaches | 08/14 | 06/17 |
| | | | E. Open House/Fall-Spring Festivals/Before School Kick-Off under direction of Signature Experience Coord | 08/14 | 06/17 |
| | | 2. Provide ongoing mechanisms for community engagement | A. Hire Parent-Community Liaison | 08/14 | 06/17 |
| | | | B. Create non-profit entity | 08/14 | 06/17 |
| | | | C. Positive school marketing by Parent-Community Liaison | 08/14 | 06/17 |
| | | | D. National Academy Foundation Partnerships | 08/14 | 06/17 |
| | | | E. MOU's with local IHE | 08/14 | 06/17 |

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| **CSF** | **Turnaround Principle** | **Federal Transformation Requirement** | **Strategy / Intervention** | **Begin Date MM / YY** | **End Date MM / YY** |
| **Improve School Climate** | *Improve School Climate* | Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. | A. Contract Motivational Consultant | 08/14 | 06/17 |
| | | | B. Communities in Schools | 08/14 | 06/17 |
| | | | C. Social Worker | 08/14 | 06/17 |
| | | | D. Student Success Coaches | 08/14 | 06/17 |
| | | | E. Increase attendance with Scholarship Program | 08/14 | 06/17 |

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| **CSF** | **Turnaround Principle** | **Federal Transformation Requirement** | **Strategy / Intervention** | **Begin Date MM / YY** | **End Date MM / YY** |
| **Increase Teacher Quality** | *Ensure Effective Teachers* | 1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms. | A. Provide in-depth training to leadership to access data, interpret data and make data-driven decisions | 08/14 | 06/17 |
| | | | B. Walkthroughs – Principals/Teacher Leaders/Career Teacher Leaders/Student Success Coach (announced and unannounced) | 08/14 | 06/17 |
| | | | C. Observations – Principals/Teacher Leaders/Career Teacher Leaders/ Student Success Coach (announced and unannounced) | 08/14 | 06/17 |
| | | | D. Review data from CBA's and Math Consultants with the assistance of PSP and School Improvement Consultant, Math/Science Specialists | 08/14 | 06/17 |
| | | | E. Develop strong understanding of State and Federal Accountability Standards | 08/14 | 06/17 |
| | | | F. PLC Meetings – compare teacher classroom data to campus data | 08/14 | 06/17 |
| | | | G. School improvement Consultant, PSP Math/Science Specialist work with all teachers to integrate reading/writing/ math/science/ history across curriculum | 08/14 | 06/17 |
| | | | H. Provide Professional Development and/or Coaching based on identified needs | 06/14 | 06/17 |

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| **CSF** | **Turnaround Principle** | **Federal Transformation Requirement** | **Strategy / Intervention** | **Begin Date MM / YY** | **End Date MM / YY** |
| **Increase Teacher Quality** | *Ensure Effective Teachers* | 2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | A. Monitoring TTIPS Data Tracking Tool and all locally developed student tracking tools | 08/14 | 06/17 |
| | | | B. Use of Eduphoria to make data-driven decisions | 08/14 | 06/17 |
| | | | C. Use of Lead4ward resources to analyze performance gap of students and the distribution of scores by teacher | 08/14 | 06/17 |
| | | | D. Impact Meetings to address graduation, dropout, attendance and credit acquisition | 08/14 | 06/17 |
| | | 3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | A. Annual Boot Camp | 08/14 | 06/17 |
| | | | B. Annual Inservice | 08/14 | 06/17 |
| | | | C. PSP Brown Bag Lunches/Book Study | 08/14 | 06/17 |
| | | | D. School Improvement Consultant/Math-Science Specialist (modeling techniques) | 08/14 | 06/17 |
| | | | E. Provide Professional Development and/or Coaching based on identified needs | 08/14 | 06/17 |
| | | | F. Advancement from Novice to Master Teacher | 08/14 | 06/17 |

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| **Increase Teacher Quality** | *Ensure Effective Teachers* | 4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school. | A. Understanding Teacher Appraisal System | 08/14 | 06/17 |
| | | | B. Grant Commitment Agreement | 08/14 | 06/17 |
| | | | C. Walkthrough/Observation Data (all 4 domains) | 08/14 | 06/17 |
| | | | D. Maintain high retention rate for staff | 08/14 | 06/17 |

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| **CSF** | **Turnaround Principle** | **Federal Turnaround Requirement** | **Strategy / Intervention** | **Begin Date MM / YY** | **End Date MM / YY** |
| **Improve Academic Performance** | *Strengthen the School's Instructional Program* | 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |

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|---|---|---|---|---|---|
| **Increase Use of Quality Data to Inform Instruction** | *Use of Data to Inform Instruction* | 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |

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| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
| Increase Leadership Effectiveness | Providing strong leadership | 1. Replace the principal. | Provide name and date of hire for principal or date of anticipated replacement: | | |
| | | 2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |

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| **CSF** | **Turnaround Principle** | **Federal Turnaround Requirement** | **Strategy / Intervention** | **Begin Date MM / YY** | **End Date MM / YY** |
| **Increase Learning Time** | *Redesigned School Calendar* | 1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year) | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | 2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | 3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | 4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. | A. | | |
| | | | B. | | |
| | | | C. | | |

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| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|---|
| Increase Parent / Community Engagement | *Ongoing Family and Community Engagement* | Provide appropriate community-oriented services and supports for students. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| Improve School Climate | *Improve School Climate* | Provide appropriate social-emotional services and supports for students. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |

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| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|---|
| **Increase Teacher Quality** | *Ensure Effective Teachers* | 1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | 2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff. | E. | | |
| | | | F. | | |
| | | | G. | | |
| | | | H. | | |

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| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015807 | Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)**– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|---|
| **Increase Teacher Quality** | *Ensure Effective Teachers* | 3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.*, regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school. | A. | | |
| | | | B. | | |
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**Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)**– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

**Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.**

| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|
| **Improve Academic Performance** | *Strengthen the School's Instructional Program* | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |
| **Increase Use of Quality Data to Inform Instruction** | *Use of Data to Inform Instruction* | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |

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| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|
| Increase Leadership Effectiveness | *Providing strong leadership* | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |
| Increase Learning Time | *Redesigned School Calendar* | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |

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| **Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing  or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.** | | | | | |
| **CSF** | **Turnaround Principle** | **Strategy / Intervention** | | **Begin Date MM / YY** | **End Date MM / YY** |
| **Increase Parent / Community Engagement** | *Ongoing Family and Community Engagement* | A. | | | |
| | | B. | | | |
| | | C. | | | |
| | | D. | | | |
| | | E. | | | |
| **Improve School Climate** | *Improve School Climate* | A. | | | |
| | | B. | | | |
| | | C. | | | |
| | | D. | | | |
| | | E. | | | |

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| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|
| **Increase Teacher Quality** | *Ensure Effective Teachers* | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |

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| **Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)**– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included. | | | | | |
| **Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.** | | | | | |
| **CSF** | **Turnaround Principle** | **Strategy / Intervention** | | **Begin Date MM / YY** | **End Date MM / YY** |
| **Improve Academic Performance** | *Strengthen the School's Instructional Program* | A. | | | |
| | | B. | | | |
| | | C. | | | |
| | | D. | | | |
| | | E. | | | |
| **Increase Use of Quality Data to Inform Instruction** | *Use of Data to Inform Instruction* | A. | | | |
| | | B. | | | |
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| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|
| Increase Leadership Effectiveness | *Providing strong leadership* | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |
| Increase Learning Time | *Redesigned School Calendar* | A. | | |
| | | B. | | |
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| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|
| Increase Parent / Community Engagement | Ongoing Family and Community Engagement | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |
| Improve School Climate | Improve School Climate | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |

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| CSF | Turnaround Principle | Strategy / Intervention | | Begin Date MM / YY | End Date MM / YY |
|---|---|---|---|---|---|
| Increase Teacher Quality | *Ensure Effective Teachers* | A. | | | |
| | | B. | | | |
| | | C. | | | |
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| Schedule #16—Responses to Statutory Requirements (cont.) | |
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| County-district number or vendor ID: 015807 | Amendment # (for amendments only): |

**Part 3: District Capacity:** Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest Preparatory School District will take the following steps to determine its capacity to provide adequate resources and related support to NW Campus in order to implement, fully and effectively, the required activities of the Transformation Model:

1. Create a clear track record including —
    1. Student outcomes and achievement, including graduation rates, and college-going rates;
    2. Make student performance data available to students, educators, and parents and use it to inform and improve instruction and services.
2. Increased "transparency" in processes, practices, and investments, including making public, by school, actual school-level expenditures that are associated with regular K-12 instruction, instructional support, pupil support, and school administration. SWPS will report the following four categories of school-level expenditures from State and local funds:
    1. Actual personnel salaries at the school level for all school-level instructional and support staff, based on the Census Bureau's classification used in the F-33 survey of local government finances;
    2. Actual personnel salaries at the school level for instructional staff only;
    3. Actual personnel salaries at the school level for teachers only; and
    4. Actual non-personnel expenditures at the school level (if available).
3. Increase meaningful stakeholder engagement and support, including: parents, community, teachers, and the principal will be engaged in the Transformation Process; including, evidence that 100% of teachers and staff sign the Grant Commitment Agreement to show support of the TTIPS Cycle 3 Goals and Objectives.
4. To be responsible fiscal agents of the TTIPS Cycle 3 Grant Funds, SWP will ensure the alignment of the Grant Budget to the identified needs in the Grant with the assistance of the DCSI, Project Director, and Grant Accountant/Bookkeeper. This will allow research-based resources to enable the campus to move from a struggling to a successful school by substantially raising the achievement of our students.
5. A high- quality plan for:
Developing SWPS capacity and supporting school-level implementation of the Transformation Goals and Objectives:
    1. The SWP's approach to implementing the Transformation Model to meet or exceed the following identified needs: NW Campus will participate in TTIPS grant activities to ensure that
        i.    at least 60% of students  graduate with their 4-year cohort, and
        ii.   average attendance increases from 92% to 93%
        iii.  mobility rate decrease from 48% to 45%
        iv.   dropout rate decreases from 5.7% to 4.5%
        v.    student performance growth indicator increases from 26% to 30%
    2. The District office and DCSI will be organized to support and provide all necessary services to NW Campus;
    3. Implementation of the Transformation Model will translate into meaningful reform and support district-wide change for all schools, and help SWPS reach its improvement goals.
    4. Continue implementation of a rigorous, transparent and equitable evaluation system for teachers and principals to analyze performance; reward effective staff or remove ineffective staff.

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## Schedule #16—Responses to Statutory Requirements (cont.)

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**Part 4: Pre-implementation Timeline (OPTIONAL):** Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Spring 2014
  - Create Grant Management Team
  - Re-evaluate rigorous, transparent, and equitable evaluation systems with teacher and principal involvement
  - Provide ongoing professional development for instructional personnel/administrative and support staff on identified needs
  - Create Cycle 3 process to identify the process to award incentives to staff for reaching program goals and objectives in the 2014-15 SY
  - Create RTI Matrix to identify students needing increased learning time
  - Begin preparation for TTIPS Cycle 3 Boot Camp and in-service to prepare campus administrator/staff for grant implementation
  - Evaluate cohort-based SLCs (Academies)
  - Develop plan to maximize key school assets: time, people, and resources
  - Planning for 2014-15 SY In-service incorporating transformation activities and strategies
  - Contact community stakeholders to develop internship opportunities
  - Engage community and parents
  - Remove Principal who lead school prior to commencement of Transformation Model

- Summer 2014
  - Analyze student data to inform instructional practice beginning day 1 using research based and vertically/horizontally aligned curriculum
  - Create TTIPS Cycle 3 Commitment Agreement
  - Create Curriculum Planning Calendar for SY 2014-15 to include TTIPS Impact Meetings
  - Create TTIPS Data Tracking Tool
  - Advertise positions and hire grant staff
  - Begin procurement process for hardware, software and classroom materials
  - Develop specific action plan with designated early wins and altered standard operating procedures
  - Plan professional development for instructional personnel
  - Planning/development of cohort academies
  - Planning/development of small learning communities
  - Restructure campus scheduling to accommodate for extended learning time
  - Enhance locally developed monitoring tools to include disaggregated benchmark data to drive instructional decision making processes and incorporate changes from State and Federal Accountability
  - TTIPS GMT will review grant requirements with new Principal

- Fall 2014
  - Boot Camp – 1 week prior to Inservice
  - 2014-15 SY Inservice – Introduce Grant Project Goals and Objectives
  - Initiate TTIPS Cycle 3 Commitment Agreement
  - Implement enhanced targeted benchmarking/CBA schedule
  - Train staff on rigorous, transparent, and equitable evaluation system
  - Continuously monitor grant progress
  - Provide on-going job-embedded professional development
  - Monitoring and provide feedback/incentives to staff for progress reaching program goals
  - Maintain community and parent engagement
  - Integrate data into all instructional decision making processes
  - Prepare for some efforts to fail and initiate rapid "retry"
  - On-going review of Comprehensive Needs Assessment
  - GMT will begin monitoring process.
  - Bi-monthly Impact meetings will begin

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## Schedule #18—Equitable Access and Participation

| County-District Number or Vendor ID: 015807 | Amendment number (for amendments only): |
|---|---|

**No Barriers**

| # | No Barriers | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | ☒ | ☒ | ☒ |

**Barrier: Gender-Specific Bias**

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | ☐ | ☐ | ☐ |
| A02 | Provide staff development on eliminating gender bias | ☐ | ☐ | ☐ |
| A03 | Ensure strategies and materials used with students do not promote gender bias | ☐ | ☐ | ☐ |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | ☐ | ☐ | ☐ |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | ☐ | ☐ | ☐ |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | ☐ | ☐ | ☐ |
| A99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Cultural, Linguistic, or Economic Diversity**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|:---:|:---:|:---:|
| B01 | Provide program information/materials in home language | ☐ | ☐ | ☐ |
| B02 | Provide interpreter/translator at program activities | ☐ | ☐ | ☐ |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | ☐ | ☐ | ☐ |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | ☐ | ☐ | ☐ |
| B05 | Develop/maintain community involvement/participation in program activities | ☐ | ☐ | ☐ |
| B06 | Provide staff development on effective teaching strategies for diverse populations | ☐ | ☐ | ☐ |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | ☐ | ☐ | ☐ |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | ☐ | ☐ | ☐ |
| B09 | Provide parenting training | ☐ | ☐ | ☐ |
| B10 | Provide a parent/family center | ☐ | ☐ | ☐ |
| B11 | Involve parents from a variety of backgrounds in decision making | ☐ | ☐ | ☐ |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|---|---|---|---|
| County-District Number or Vendor ID: 015807 | | Amendment number (for amendments only): | | |

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|---|---|---|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | ☐ | ☐ | ☐ |
| B13 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☐ | ☐ |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | ☐ | ☐ | ☐ |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | ☐ | ☐ | ☐ |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☐ |
| B18 | Coordinate with community centers/programs | ☐ | ☐ | ☐ |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | ☐ | ☐ | ☐ |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | ☐ | ☐ | ☐ |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | ☐ | ☐ | ☐ |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | ☐ | ☐ | ☐ |
| B99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Gang-Related Activities**

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| C01 | Provide early intervention | ☐ | ☐ | ☐ |
| C02 | Provide counseling | ☐ | ☐ | ☐ |
| C03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| C04 | Provide flexibility in scheduling activities | ☐ | ☐ | ☐ |
| C05 | Recruit volunteers to assist in promoting gang-free communities | ☐ | ☐ | ☐ |
| C06 | Provide mentor program | ☐ | ☐ | ☐ |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☐ | ☐ | ☐ |

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## Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015807 | Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| C08 | Provide community service programs/activities | ☐ | ☐ | ☐ |
| C09 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| C10 | Strengthen school/parent compacts | ☐ | ☐ | ☐ |
| C11 | Establish partnerships with law enforcement agencies | ☐ | ☐ | ☐ |
| C12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☐ |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | ☐ | ☐ | ☐ |
| C99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Drug-Related Activities**

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|---|---|---|---|---|
| D01 | Provide early identification/intervention | ☐ | ☐ | ☐ |
| D02 | Provide counseling | ☐ | ☐ | ☐ |
| D03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | ☐ | ☐ | ☐ |
| D05 | Provide mentor program | ☐ | ☐ | ☐ |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | ☐ | ☐ | ☐ |
| D07 | Provide community service programs/activities | ☐ | ☐ | ☐ |
| D08 | Provide comprehensive health education programs | ☐ | ☐ | ☐ |
| D09 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| D10 | Establish school/parent compacts | ☐ | ☐ | ☐ |
| D11 | Develop/maintain community partnerships | ☐ | ☐ | ☐ |
| D12 | Provide conflict resolution/peer mediation strategies/programs | ☐ | ☐ | ☐ |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | ☐ | ☐ | ☐ |
| D99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| E01 | Provide early identification and intervention | ☐ | ☐ | ☐ |
| E02 | Provide program materials/information in Braille | ☐ | ☐ | ☐ |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|---|---|---|---|
| County-District Number or Vendor ID: 015807 | | Amendment number (for amendments only): | | |

**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| E03 | Provide program materials/information in large type | ☐ | ☐ | ☐ |
| E04 | Provide program materials/information on tape | ☐ | ☐ | ☐ |
| E05 | Provide staff development on effective teaching strategies for visual impairment | ☐ | ☐ | ☐ |
| E06 | Provide training for parents | ☐ | ☐ | ☐ |
| E07 | Format materials/information published on the internet for ADA accessibility | ☐ | ☐ | ☐ |
| E99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Hearing Impairments**

| # | Strategies for Hearing Impairments | | | |
|---|---|---|---|---|
| F01 | Provide early identification and intervention | ☐ | ☐ | ☐ |
| F02 | Provide interpreters at program activities | ☐ | ☐ | ☐ |
| F03 | Provide captioned video material | ☐ | ☐ | ☐ |
| F04 | Provide program materials and information in visual format | ☐ | ☐ | ☐ |
| F05 | Use communication technology, such as TDD/relay | ☐ | ☐ | ☐ |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | ☐ | ☐ | ☐ |
| F07 | Provide training for parents | ☐ | ☐ | ☐ |
| F99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Learning Disabilities**

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|---|---|---|---|---|
| G01 | Provide early identification and intervention | ☐ | ☐ | ☐ |
| G02 | Expand tutorial/mentor programs | ☐ | ☐ | ☐ |
| G03 | Provide staff development in identification practices and effective teaching strategies | ☐ | ☐ | ☐ |
| G04 | Provide training for parents in early identification and intervention | ☐ | ☐ | ☐ |
| G99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Physical Disabilities or Constraints**

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|---|---|---|---|---|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | ☐ | ☐ | ☐ |
| H02 | Provide staff development on effective teaching strategies | ☐ | ☐ | ☐ |
| H03 | Provide training for parents | ☐ | ☐ | ☐ |
| H99 | Other (specify) | ☐ | ☐ | ☐ |

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| Schedule #18—Equitable Access and Participation (cont.) |||||
|---|---|---|---|---|
| County-District Number or Vendor ID: 015807 || Amendment number (for amendments only): |||

**Barrier: Inaccessible Physical Structures**

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|---|---|---|---|---|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | ☐ | ☐ | ☐ |
| J02 | Ensure all physical structures are accessible | ☐ | ☐ | ☐ |
| J99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Absenteeism/Truancy**

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|---|---|---|---|---|
| K01 | Provide early identification/intervention | ☐ | ☐ | ☐ |
| K02 | Develop and implement a truancy intervention plan | ☐ | ☐ | ☐ |
| K03 | Conduct home visits by staff | ☐ | ☐ | ☐ |
| K04 | Recruit volunteers to assist in promoting school attendance | ☐ | ☐ | ☐ |
| K05 | Provide mentor program | ☐ | ☐ | ☐ |
| K06 | Provide before/after school recreational or educational activities | ☐ | ☐ | ☐ |
| K07 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| K08 | Strengthen school/parent compacts | ☐ | ☐ | ☐ |
| K09 | Develop/maintain community partnerships | ☐ | ☐ | ☐ |
| K10 | Coordinate with health and social services agencies | ☐ | ☐ | ☐ |
| K11 | Coordinate with the juvenile justice system | ☐ | ☐ | ☐ |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | ☐ | ☐ | ☐ |
| K99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: High Mobility Rates**

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|---|---|---|---|---|
| L01 | Coordinate with social services agencies | ☐ | ☐ | ☐ |
| L02 | Establish partnerships with parents of highly mobile families | ☐ | ☐ | ☐ |
| L03 | Establish/maintain timely record transfer system | ☐ | ☐ | ☐ |
| L99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Support from Parents**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|---|---|---|
| M01 | Develop and implement a plan to increase support from parents | ☐ | ☐ | ☐ |
| M02 | Conduct home visits by staff | ☐ | ☐ | ☐ |

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| Schedule #18—Equitable Access and Participation (cont.) | |
|---|---|
| County-District Number or Vendor ID: 015807 | Amendment number (for amendments only): |

**Barrier: Lack of Support from Parents (cont.)**

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|---|---|---|---|---|
| M03 | Recruit volunteers to actively participate in school activities | ☐ | ☐ | ☐ |
| M04 | Conduct parent/teacher conferences | ☐ | ☐ | ☐ |
| M05 | Establish school/parent compacts | ☐ | ☐ | ☐ |
| M06 | Provide parenting training | ☐ | ☐ | ☐ |
| M07 | Provide a parent/family center | ☐ | ☐ | ☐ |
| M08 | Provide program materials/information in home language | ☐ | ☐ | ☐ |
| M09 | Involve parents from a variety of backgrounds in school decision making | ☐ | ☐ | ☐ |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☐ | ☐ |
| M11 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☐ | ☐ |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | ☐ | ☐ | ☐ |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | ☐ | ☐ | ☐ |
| M15 | Facilitate school health advisory councils four times a year | ☐ | ☐ | ☐ |
| M99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Shortage of Qualified Personnel**

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|---|---|---|---|---|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | ☐ | ☐ | ☐ |
| N02 | Recruit and retain teachers from a variety of racial, ethnic, and language minority groups | ☐ | ☐ | ☐ |
| N03 | Provide mentor program for new teachers | ☐ | ☐ | ☐ |
| N04 | Provide intern program for new teachers | ☐ | ☐ | ☐ |
| N05 | Provide an induction program for new personnel | ☐ | ☐ | ☐ |
| N06 | Provide professional development in a variety of formats for personnel | ☐ | ☐ | ☐ |
| N07 | Collaborate with colleges/universities with teacher preparation programs | ☐ | ☐ | ☐ |
| N99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|---|---|---|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | ☐ | ☐ | ☐ |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | ☐ | ☐ | ☐ |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|---|---|---|---|
| County-District Number or Vendor ID: 015807 | | Amendment number (for amendments only): | | |

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|---|---|---|---|---|
| P03 | Provide announcements to local radio stations and newspapers about program activities/benefits | ☐ | ☐ | ☐ |
| P99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Transportation to Program Activities**

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|---|---|---|---|---|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | ☐ | ☐ | ☐ |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | ☐ | ☐ | ☐ |
| Q03 | Conduct program activities in community centers and other neighborhood locations | ☐ | ☐ | ☐ |
| Q99 | Other (specify) | ☐ | ☐ | ☐ |

**Barrier: Other Barriers**

| # | Strategies for Other Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |

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